

The Training of Trainers Trial at the Nairobi PRDU Course February 1-14, 2004

John Chalker
Mohan Joshi

February 2004

Rational Pharmaceutical Management Plus Program
Center for Pharmaceutical Management
Management Sciences for Health
4301 North Fairfax Drive, Suite 400
Arlington, VA 22203 USA

This report was made possible through support provided by the U.S. Agency for International Development, under the terms of cooperative agreement number HRN-A-00-00-00016-00. The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of the U.S. Agency for International Development.

About RPM Plus

RPM Plus works in more than 20 developing countries to provide technical assistance to strengthen drug and health commodity management systems. The program offers technical guidance and assists in strategy development and program implementation both in improving the availability of health commodities—pharmaceuticals, vaccines, supplies, and basic medical equipment—of assured quality for maternal and child health, HIV/AIDS, infectious diseases, and family planning and in promoting the appropriate use of health commodities in the public and private sectors.

Recommended Citation

Chalker John, Joshi M, *The Training Of Trainers Trial at the Nairobi PRDU Course 1st to 14th February 2004*. Submitted to the U.S. Agency for International Development by the Rational Pharmaceutical Management Plus Program. Arlington, VA: Management Sciences for Health.

CONTENTS

Acronyms	v
Background	1
The Training of Trainers component of the PRDU course	3
Annex 1: The Contents of the Visual Aids	9
Annex 2: Training of Trainer's Session Evaluations	19

ACRONYMS

AMR	antimicrobial resistance
DTC	drug and therapeutics committee
INRUD	International Network for Rational Use of Drugs
MSH	Management Sciences for Health
PRDU	Promoting Rational Drug Use
RPM Plus	Rational Pharmaceutical Management Plus [MSH]
TOT	training of trainers
USAID	U.S. Agency for International Development
WHO/EDM	World Health Organization/Essential Drugs and Medicines Policy Department

BACKGROUND

The International Network for Rational Use of Drugs (INRUD) was established in 1989 with the aims to design, test, and disseminate effective strategies to improve the way drugs are prescribed, dispensed, and used. It currently consists of 17 African, Asian and Latin American country groups of which Kenya is one. The INRUD Secretariat is managed by Management Sciences for Health (MSH) and is financially supported by the Rational Pharmaceutical Management Plus (RPM Plus) program funded by the U.S. Agency for International Development (USAID). Groups providing technical support to INRUD include the World Health Organization/ Essential Drugs and Medicines Policy Department (WHO/EDM) and the Drug Policy Group (Harvard Medical School).

The INRUD Kenya group, supported by RPM Plus through INRUD and the WHO/EDM, organized and implemented an African Regional Course on “Promoting Rational Drug Use (PRDU)” from February 1–14, 2004, at the Fairview Hotel, Nairobi, Kenya. (Course flyer is in annex 3). The PRDU course helps participants learn about and acquire practical skills to investigate drug use and apply these indicators in researching and implementing cost effective methods to improve drug use.

Past courses have often not created the quality of trainers hoped for. Although the PRDU course itself utilizes all sorts of participative, problem-based, adult learning techniques, participants had not used these methods when undertaking their own courses. This PRDU course was aimed at enabling participants to teach such courses in their home countries and institutions, by including a one and a half day training of trainers (TOT) component, explaining and legitimizing the importance of employing adult learning principles when running their own courses. It is this new component that will be reviewed in this report.

THE TRAINING OF TRAINERS COMPONENT OF THE PRDU COURSE

A three-day training of trainers course was designed for future facilitators of the drug and therapeutics committee (DTC) course through the RPM Plus antimicrobial resistance (AMR) Program. This course has yet to be tested. The course consisted of a series of well-structured activities, and mini lectures, with comprehensive handouts. From this excellent resource of material, a one and a half day TOT for all participants of the PRDU course was designed and adapted. The contents of the visual aids for these sessions can be found in Annex 1.

The objectives of the short course within a course were as follows:

By the end of the workshop participants should be able to:

1. Reflect on their own learning styles and preferences
2. Describe the characteristics of the adult learner
3. Set appropriate objectives for course activities
4. Demonstrate a range of teaching and learning methods appropriate to teaching the PRDU course
5. Evaluate and assess their own and others' teaching and learning skills

By fulfilling these objectives, it was hoped that the experience of the teaching methods employed in the PRDU course would be better understood, take on more meaning and be better reproduced when participants run courses in their own locations in the future

The course was planned into one hour before lunch and one and one-half hours after lunch on Saturday, and then all day Monday. Unfortunately, there were other plans for after lunch on Saturday, so that apart from the opening session, all was included in a long day on Monday.

Due to the comprehensive development work on the materials for the TOT for the DTC course, all sessions had:

- The purpose of the activity
- Materials needed
- Timing
- Procedures – a step by step guide of how to present the activity
- Comments designed to clarify the activity, where appropriate
- Session notes, where appropriate.

For this PRDU course, the materials and the topics planned for the sessions on practicing presentations and practicing facilitations needed adapting to the time available. It is this adaptation that is reported here.

The time table was as follows:

	Saturday
11:45 AM-12:45 PM	1. Orientation Adult Learning and Role of the teacher/trainer
	Monday morning
8:00 AM-9:30 AM	2. Communication skills Teaching & Learning Method
9:30 AM-1:00 PM	3. Setting Objectives Oral presentations Preparation of presentation Presentation
	Monday Afternoon
2:15 PM-4:30 PM	4. Preparation of a facilitation session Facilitation
4:30 PM- 5:30 PM	5. Preparing PRDU course

A brief outline of each session and comments on their effectiveness will follow. Visual aids contents are in Annex 1 and participant's evaluations are in Annex 2.

Session 1 (1 hour) Introduction and adult learning (Saturday morning)

It was composed of four parts:

- A) Introduction
- B) Participant's sharing their most positive and negative learning experiences
- C) Discussion of the differences between child and adult education.
- D) Discussion of the difference between adult's and their learning styles, the handing out of a description of learning styles and then all participants defining their own learning styles and marking it on a flip chart.
- E) A discussion of the role of the teacher in the light of these differences.

Comment: The session went well and was enjoyed by the participants. It was noteworthy that the participant's descriptions of positive learning environments were all comfortable and non-threatening, and did not include the excitement of learning. This needed pointing out.

The activities for sessions B, C and D served to emphasize that adults were different from child learning and adults differed between themselves in learning styles, so that for effective learning, a combination of different teaching methods was needed.

Session 2 (1.5 hours) Communication and different teaching and learning methods

- A) A communication exercise whereby a volunteer with his back to the other participants verbally communicated a figure made of a series of shapes.
- B) A discussion and short lecture on different teaching and learning methods with handouts.

Comment: The communication exercise did not go exactly as planned. The volunteer did not really try to communicate the first time. He then did it again allowing questions. In the future, it would be better if the participant was instructed to try hard to communicate effectively, so that the exercise could really show the effectiveness of one-way communication and then compared it to the improvement in two-way communication.

The discussion of different teaching and learning methods included a brainstorming session of what teaching methods were used in the PRDU course. This was important as the participants early in the TOT course learnt to base their TOT concepts on the reality of conducting a PRDU course.

The session went well.

Session 3: Setting objectives and verbal presentation (3 hours)

This session was on verbal presentations and was composed of three parts:

- A) The importance of setting objectives for any presentation or facilitated activity. These were characterized as smart objectives (30 minutes).
- B) The principles of giving a verbal presentation. This was a cut down version of the old PRDU session and a handout accompanied the talk (30 minutes).
- C) The five groups of seven were each split into two and given one of five subjects on which to prepare a five minute presentation. The subjects of the presentations were taken from the session of the PRDU missed in order to make room for the TOT, namely the topic of public education. The five topics were:
 - a. Understand the role of public knowledge, attitudes, and practice in the use of medicines.
 - b. How to identify major drug use problems in your community.
 - c. How to develop a public education program for rational drug use.
 - d. Identify the various channels that exist in the community to convey consumer education. (pp.20-27 of public education in rational drug use).
 - e. Define effective social marketing strategies.

The groups had one hour to prepare the talks and then were split into two break-out rooms and the five presentations were given once in each room. All participants had a presentation assessment form and each presentation was discussed. The form was as follows:

Content

Did the presentation

- 1. Have a clear set of objectives?
- 2. Were these objectives met?
- 3. Have a clear structure with introduction and conclusion?
- 4. Have an appropriate level and amount of information?

Delivery

Was/were there: -

1. Appropriate use of language?
2. Verbal skills: use of voice, volume, pace, pause, variety?
3. Non-verbal skills: appropriate body language and presentation of self?
4. Positive interaction with audience?
5. Competent and appropriate use of resources?
6. Timings planned and kept to?
7. Competent handling of questions?

Comment: The presentations failed almost completely to educate the other participants on the subjects in hand. In retrospect, it was probably unrealistic to expect the participants to fully absorb the subject matter as well as prepare a presentation in the class time available. This problem may be resolved by: clearly stating that the goal of the talk is to educate their fellow participants on the principles and methods of and how to carry out the different facets of effective public education and/or by giving the participants homework some days before on the public education materials so that they have sufficient time to absorb the content of the subject matter and can then use the preparation time in class to think about how to get the messages across to their audience.

Although the participants did not learn about public education as much as they might have from the talks, a number of particularly useful and practical experiences came out of running this exercise: in particular, the participants received direct feedback on audience understanding of their talks and thus understood the difficulty of teaching and getting messages across to an audience (as opposed to merely entertaining the audience); other lessons learnt were the importance of logic and content in the talk, as well as other aspects of good presentation such as visual aids, timing, clear enunciation, et cetera.

Session 4: (2 Hours) Facilitation exercise

This session was an exercise to facilitate a revision session. Every morning of the PRDU course, the facilitators had ten minutes or more to revise the sessions of the day before by drawing out the key points from the participants and constructing them in such a way as to make them coherent. The participants in the same small group as the morning were given topics that had been covered before during the course. The groups were given 30 minutes to prepare and then ten minutes to facilitate the revision session with the other participants. This again took place in two break-out rooms. The participants were given evaluation forms with which to think about the facilitation.

The five topics for revision facilitation were:

1. Problems of irrational drug use and its underlying factors
2. Quantitative methods to investigate drug use
3. Qualitative methods to investigate drug use
4. Public Education

5. Drug Use Indicators

In fact, due to the Public education being so unclear in the morning, an alternative topic was given to this, which was “Interventions to promote Rational Drug Use”.

The assessment forms were as follows:

Content

Did the session have: -

1. The structure to cover the necessary subject matter?

Facilitation

2. Did the facilitator allow participants to speak for themselves?
3. Was the facilitator doing too much or too little to guide you?

Facilitation Process

Was/were there: -

1. Appropriate use of language?
2. Verbal skills: use of voice, volume, pace, pause, variety?
3. Non-verbal skills: appropriate body language and presentation of self?
4. Positive interaction with audience?
5. Timings planned and kept to?
6. Competent handling of questions?

Comment: This exercise worked well. Most of the participants were not extremely good at making a structure, keeping to time and drawing out the main points. As a result, the discussion at the end of each session was educational. For the following days of the course, the morning revision of each session of the day before was facilitated by one group, as a follow-up to this exercise.

Some important learning points that emerged from running this session included:

- The difficulties teacher/facilitators face in getting participants to start talking when there is a silence and how to overcome these,
- The importance of having a logical framework to asking questions and extracting answers from the audience,
- The importance of teacher preparation for interactive group discussions,
- The problem of maintaining control of the group (especially when the class caught the teacher out in an inaccurate fact),
- The confidence to admit not knowing something even when being the class teacher/leader,
- The importance of being sensitive to the audience,
- The importance of summarizing points that have emerged from the class and maintaining a focus to the talk and
- The importance of oral presentation style even when conducting an interactive discussion.

Session 5: Wrap Up. (1 Hour)

This was composed of three elements:

- A) Problems associated with organizing a PRDU course (a short talk by the local organizer of this PRDU course)
- B) The important things to think about when organizing field trips
- C) The importance of the opening sessions of a course including: gallery of experts; participant committees; and setting norms of behavior.

Comment: This exercise was considered useful and practical

Overall Assessment of course

The course was thought to be popular, practical and useful by the participants. The objectives were largely met, in so far as the participants reflected on their own learning styles and preferences, were able to describe the characteristics of the adult learner and then set appropriate objectives for course activities, demonstrate a range of teaching and learning methods appropriate to teaching the PRDU course and were able to evaluate and assess their own and others' teaching and learning skills.

If a TOT such as this is to be successful, the practical sessions on oral presentation and facilitation are by far the most important ones and that experienced teacher/facilitators, who have a technical background and have taught *successfully* the materials before, are needed to facilitate the sessions. Otherwise, the TOT would be merely a course on how to entertain without having any reality on whether the participants actually could teach the subject matter.

Such a short course will not change the participants' basic training biases. However, the course served to reflect on the methods used in the PRDU course. A true assessment will be possible only by seeing if and how they conduct courses in the future.

ANNEX 1: THE CONTENTS OF THE VISUAL AIDS

Session 1

PRDU Training of Trainers

To help health professionals organize, and facilitate PRDU courses in your own country or region

Objectives

By the end of the workshop you should be able to:

- Reflect on your own learning style
- Describe difference between adult and child learning
- Describe the characteristics of the adult learner
- Demonstrate a range of teaching and learning methods
- Set objectives for course activities
- Evaluate and assess own and others teaching and facilitation
- Make a plan for your own PRDU course

Teaching and Learning

Focuses on participatory learning and active methods including:

- Group work
- Discussions
- Brainstorming
- Practicals
- Presentations

Time table 1

Saturday 11:45 AM-12:45 PM

- Orientation, Adult Learning and Role of the teacher/trainer

Monday 8:00 AM-9:30 AM

- Communication skills
- Teaching & Learning

Monday Morning

- Setting objectives
- Oral presentations
- Preparation of presentation and Presentation

Monday Afternoon

- Preparing a facilitation session and Facilitation
- Preparing PRDU course

PRDU TOT First Session

Adult Learning

By the end of the session you should be able to:-

- Identify your preferred learning style
- Describe the characteristics of positive and negative learning experiences
- Describe the characteristics of an adult learner

Activity 1: Characteristics of positive and negative learning experiences

Positive

Negative

How Adults learn

Definitions:-

- **Andragogy:**

The theory of how adults learn

- **Pedagogy:**

The theory of how youth/children learn

Differences between a child and an adult learner

- A readiness to learn
- Self-concept
- The role of experience
- A time perspective and orientation to learning

Preferred Learning Styles

Differences between Adults

- Active learners
- Reflective learners
- Theorizing learners
- Experimental learners

Establish a structure for adult learning

- Set a climate for learning
- Assess the interests, needs, and values of the learners
- Formulate objectives
- Design learning activities
- Implement learning activities
- Evaluate the results

The Role of the Teacher

Other words for a teacher

- Facilitator
- Human resource developer
- Trainer
- Tutor
- Change agent

The Role of the Teacher

- Group leader
- Planner
- Group member
- Maintenance role
- Audience
- Learner

Conclusions

- Training adults is different to training children
- Different adults have different learning styles
- The sessions and the facilitator need to incorporate all of these for maximal effect.

Session 2

Communication skills

By the end of this session you should be able to:

- Describe the ease of one-way and two-way communication
- Describe some of the skills of empathetic and active listening

Communication comments:

- Relative ease of one and two-way communication
- The difficulties of only verbal compared to verbal and non-verbal communication.
- Questions:
 - *“At what point did the rest of the group get confused?”*
 - *“What assumptions was the volunteer making?”*
 - *“What would have made it easier for the group to understand (analogies such as bricks, diamonds, geographic directions)?”*

Teaching & Learning Methods

By the end of the session you should be able to:

- Analyze the relative merits of a variety of teaching and learning experiences
- Describe where different methods are most appropriately used for developing knowledge, skills and attitudes.

Teaching & Learning Methods

Activity 1:

The appropriate use of different teaching and learning methods

Activity 2:

Applicability to: Knowledge, Skills, Attitude

Methods

- Lectures
- Whole group discussion
- Small groups – buzz groups
- Brainstorming
- Demonstration
- Role-play
- Case studies
- Simulation Exercises
- Games

Lecture checklist

- Is your talk limited to 20 minutes?
- Does your talk have a clear beginning and end?
- Do you always keep to simple key points?
- Do you support your talk with clear handouts and visual aids?
- Do you know your own body language mannerisms and how they affect the lecture?

Chinese Proverb

- Hear and forget
- See and Remember
- Do and Understand

Session 3:

Setting Objectives

By the end the session you should be able to:

- Set SMART objectives

Setting Objectives

Before any educational, you must be clear on:

- *Why am I doing this activity?*
- *Who am I going to train?*
- *What is the content I am hoping to communicate?*

Setting Objectives

Ask yourself what you hope the participants will be able to do by the end of your training;

If possible, use words such as *to make, to plan, to describe, to produce, to identify, to compare, to assemble, to solve, to measure.*

Smart Objectives

- **S = Specific**
- **M = Measurable**
- **A = Achievable**
- **R = Relevant**
- **T = Time Bound**

Presentation Techniques

By the end of this session you should be able to:

- Describe key factors for successful presentations
- Prepare an effective visual aid
- Give a short presentation

Oral Presentation Techniques: Objectives

- Understand the key factors for successful presentation delivery
- Prepare effective visual aids
- Deliver successful presentations
- Evaluate presentation delivery

Four Key Factors for a Successful Presentation

1. Timing
2. Attention span
3. Personal approach
4. Practice

4. Practice! Essential for a good presentation

- Development of each visual aid
- Transition
- Self-confidence
- Timing

Elements of an Oral Presentation

- Good visual aids
- Logical sequence
- Correct timing

Why Do We Need Visual Aids?

- Crystallize ideas
- Keep speaker on track
- Generate interest
- Help information retention

Visual Aid Rules

- Keep it simple
- Minimize words
- Use large fonts
- List key points
- Use exact phrasing
- Use color
- Prepare handouts

Conclusions on presenting

- Any professional can become an effective presenter
- Knowledge is not enough
- Communication is equally important
- Investing time and effort in improving presentation skills is always rewarded

Session 4

Facilitating PRDU Sessions

By the end of this session you should be able to:

- Present the key points of a PRDU session.

Preparation of session:

Objectives: “The end of the activity the participants should be able:...”

Skills to be developed:

- Practical activities
- Resources/materials
- Assessment

Activity 1: Session preparation

Groups of three: On flip chart

Prepare for one PRDU session each:

- Objectives
- Skills to be developed
- Practical activities
- Resources/materials
- Assessment

TOPICS for Facilitation

- Problems of irrational drug use and its underlying factors
- Quantitative methods to investigate drug use
- Qualitative methods to investigate drug use
- Public Education or framework for change
- Drug Use Indicators

Lessons Learnt

Information Imparted

Session 5:

Organizing a PRDU course in your location

Issues to think about in starting a PRDU Course

- Objectives
- Location
- Participants
- Financing
- Contents
- Facilitators
- Field visit sites
- Check list
- Follow up

Designing & Conducting Field Studies

By the end of this session you should be able to:

- Define the objectives for a PRDU related field visit.
- Plan a field visit following a defined sequence.
- Design a debriefing procedure for a field visit.

Facilitator's Steps to Planning a Field Visit - 1

- Identify site
- Define purpose and objectives
- Contact person/group in charge of site
- Meet with person/group in charge of site
- Determine group activities
- Develop observation guides and questions
- Organize and plan logistics
- Write up program (purpose, objectives, activities, timing, groupings, details about logistics)
- Send program to all involved

Facilitator's Steps to Planning a Field Visit - 2

Determine

- What should the group see
- Who should the group meet
- Sequence of activities
- Timing of activities
- How many participants per group or sub group
- Trainer roles
- Budget

Facilitator's Design for Debriefing a Field Visit

- Feedback from each group/sub group in turn
- Clarifying questions about each group's report
- Directed questions to focus discussion
- General discussion to generalize from experience
- Identification of key learning points
- Questions to consider potential applications of lessons learned

Opening of any course: Orientation of Participants

- Introduction: names and some information about group members and the facilitators: Gallery of experts
- Establish ground rules for the conduct of the course
- Select participant representatives
- Agree on a daily evaluation system
- Identify your own expectations and relate them to the TOT objectives and overall schedule
- Other ideas

Gallery of Experts

- Good activity for introducing participants who are not yet familiar with one another.
- The key is that the participants do not report on themselves – in this way they do not become nervous while waiting their turn.

Participant's Committees

- They encourage the flow of information from the participants to the facilitators.
- It is an important safety device for concerns that may build up.
- It shows that you are serious about participation.
- On longer courses, such as the PRDU course, several participant committees may be selected such as administration, social committee, after hour's committee and evaluation committee.

Other

- Daily evaluation system
- Other ideas
- Conclusion
- Course needs careful planning
- Facilitation needs a variety of methods.

Organizing courses is:

Possible
Necessary
Useful
Fun

ANNEX 2: TRAINING OF TRAINER'S SESSION EVALUATIONS (ON A SCALE OF 1 TO 9)

Introduction and Adult learning

Avg.	8.6
------	-----

Communication and teaching and learning methods

Avg.	8.6
------	-----

Setting objectives and oral presentation techniques

Avg.	8.4
------	-----

Practical for giving presentations

Avg.	7.9
------	-----

Practical for session facilitation

Avg.	8.4
------	-----

TOT wrap up including organization of a PRDU course, organizing a field trip and sessions for starting a workshop

Avg.	8.3
------	-----